Literacy lesson plans
Primary 4,
term 1, weeks 1—5
Holiday recounts and
stories of gold
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stories of gold
Introduction

Quality education is key to the development of every society. And one essential ingredient in ensuring quality education is the teacher.

The State Ministry of Education conducted baseline surveys to assess Kano teachers, head teachers and pupil learning outcomes. The findings were discouraging, with little difference in outcomes between qualified and unqualified teachers. It was clear that despite substantial inputs into education, most teachers were victims of a shambolic system.

Subsequently, the State Ministry of Education, the State Universal Basic Education Board (SUBEB) and the local government education authorities (LGEAs), supported by the Education Sector Support Programme in Nigeria (ESSPIN), initiated a series of school reforms.

Teaching Skills Program (TSP) was introduced to help: primary teachers deliver competent lessons; head teachers operate effectively; and to strengthen organisational structures to enable SUBEB and LGEA to provide effective support. TSP phase 1 benefited more than 19,269 participants through cluster- and school-based training.

To consolidate these benefits, 21,000 sets of primary 1—3 lesson plans and learning outcome benchmarks were shared with 5,728 public and Islamiyya-integrated primary schools. Now, a carefully designed series of primary 4—6 lesson plans has been developed. These provide step-by-step guides to literacy and numeracy teachers, while ensuring that children become active learners.

We are confident that these lesson plans will strengthen children’s learning abilities quickly and considerably, and will improve the quality of children proceeding to higher levels of education. They will enable teaching and learning to be more exciting, and will form an important element in all classes at the primary level.

We commend all those who have worked hard on these plans and training schemes. We thank the UK Department for International Development (DFID) for its ongoing support for education reform in Kano State through its ESSPIN programme. ‘Let’s make every Kano school an improving school.’

Tajudeen A Gambo
Honourable Commissioner for Education, Kano State

Wada Zakari
Executive Chairman, SUBEB, Kano State
The literacy lesson plans help you teach reading, writing, grammar, speaking and listening. Each week focuses on either reading or writing.

How?

This section illustrates a key concept through simple instructions and photographs. A sign at the top of the column shows you which part of the lesson uses this resource.

Learning expectations

Every pupil in the class will be at a different stage of understanding in literacy. On the first page of each week, learning expectations for the week are identified. These learning expectations are broken into three levels:

- What all pupils will be able to do.
- What most pupils will be able to do.
- What some pupils will be able to do.

Assessment

Weeks 2 and 5 include an assessment task (found on the weekly page) for you to carry out with five pupils at the end of the week. This will help you find out whether they have met the learning expectations.

Next to the task, there is an example of a pupil’s work, which shows what a pupil can do if they have met the learning expectations.

If most pupils have not met the learning expectations, you may have to teach some of the week again.

For reading tasks write the pupils’ answers in their exercise books so you can see what they can do.
Grammar
Each lesson starts with a spelling section. Pupils need to identify sounds in words in order to spell them. Tell them to try to sound out words before they spell them.

Comprehension
Pupils will do activities to help them understand the passage they have been reading. Activities might be questions, role plays or drawing pictures.

Reading
Arrange the class into groups of eight or fewer for supported group activities. There are four activities, A, B, C and D, which each group will complete during the week.
If you have a very large class, you may have more than one group for each letter.

Spelling
Pupils will be taught different types of grammar to help them improve their writing and reading.

Comprehension
Pupils will do activities to help them understand the passage they have been reading. Activities might be questions, role plays or drawing pictures.

Reading
Arrange the class into groups of eight or fewer for supported group activities. There are four activities, A, B, C and D, which each group will complete during the week.
If you have a very large class, you may have more than one group for each letter.

Spelling
Each lesson starts with a spelling section. Pupils need to identify sounds in words in order to spell them. Tell them to try to sound out words before they spell them.

Shared writing
Take ideas for writing from the whole class. Write their ideas on the chalkboard and ask questions to develop their idea and produce a piece of writing.

Guided writing
Take ideas for writing from a group of pupils. Guide them to write by explaining and showing examples of good writing. Work with the group to produce one piece of writing.

Independent writing
Pupils practise good writing using the skills learned during the week. This should be their own ideas and writing, not copied from the chalkboard.

Brainstorm
Gather ideas for writing by collecting words and phrases, which pupils can use during independent writing. Write the title in the middle of the chalkboard.

Ask questions, and as they reply, write their answers around the title to make a spider diagram.
Lesson title
Grade/
Type of lesson plan

Weekly page  Week 1:
Primary 4,  Travelling
literacy by air
lesson plans

Words/phrases

Write these words on the chalkboard and leave them there for the week. Make two flash cards for each word.
Enugu
excited
journey
airport
tickets
check-in
boarding passes
slowly
seat belt
speed
suddenly
stomach

Learning expectations

By the end of the week:
All pupils will be able to:
Answer questions about a recount.

Most pupils will be able to:
Retell events from a recount.

Some pupils will be able to:
Retell a recount in the correct order of events.

<table>
<thead>
<tr>
<th>picked</th>
<th>lived</th>
<th>looked</th>
<th>talked</th>
<th>washed</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am picking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>You</td>
<td>are picking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>He</td>
<td>is picking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>She</td>
<td>is picking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>We</td>
<td>are picking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>They</td>
<td>are picking</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Emi had never travelled on a plane before. She was very happy when her father promised to take her to Enugu by air during the holidays. Early in the morning of the day of their journey they set out from home. They had to be at the airport one hour before take-off. Her father showed their tickets at the check-in desk. The woman gave them two boarding passes and they sat in the waiting lounge. They waited until they were called to board the plane.

At exactly 11am they boarded the plane. The air hostess collected their boarding passes and they sat in the waiting lounge. They waited until they were called to board the plane.

When all the passengers were seated the air hostess said, “Fasten your seat belts please.” Father showed Emi how to fasten it round her waist. When it was time for the plane to take off, it moved slowly along to the runway and then suddenly began to move at great speed until it lifted off from the ground. Emi had a very funny feeling in her stomach as the plane went up. She looked through the window and the big buildings had become very small. The roads looked like thin lines on the ground and the cars looked like little insects.

After a few minutes, an air hostess explained that they were now flying towards Benin. Emi looked around the aircraft. Some passengers were reading, some were chatting and others had fallen asleep. She wondered how anyone could sleep during an exciting journey like this. Music was played and food was served, but Emi was too excited to eat. The air hostess looked at her and smiled. “Is this your first time on a plane?,“ she asked. “Yes,” answered Emi. “Enjoy your flight,” she said. Soon the captain announced, “In a moment we shall be landing at Enugu airport. Please fasten your seat belts.”

Emi looked through the window again. She could see moving cars, houses and trees. “This is amazing,” she told her father. “We are already in Enugu.” There was a sudden thud under their feet. The wheels of the aircraft had touched the ground and the plane had landed. It moved along the runway and gradually came to a stop. It was the most exciting journey Emi had ever made.
Week 1: Travelling by air

Day 1: Emi at the airport

Learning outcomes:
By the end of the lesson, most pupils will be able to:
- Know different spellings for the long ‘a’ sound.
- Say sentences in the present continuous tense.

Preparation:
Before the lesson:
Write this story on the chalkboard:
'Today my brother is coming home. He will take the train. I hope he is not late. He will play games with me. I pray he gets home safe.'

Make sure the verb chart is on the chalkboard and read the How? Matching game instructions below.

How? Matching game:
Shuffle the words/phrases flash cards. Turn them face down on the desk.
Tell each pupil in turn to pick up two cards.
Tell the pupil to turn the cards back if they don’t match.
Tell the pupil to keep the cards if they match.
The pupil with the most cards at the end is the winner.
Whole class teaching
Read the story on the chalkboard and say the long ‘a’ sound with the pupils.

Read the story again and ask them to stand up every time they hear a word with the long ‘a’ sound.

Choose some pupils to come and underline the long ‘a’ words in the story.


Choose pupils to write the words from the story under the correct sound.

Whole class teaching
Tell the pupils to open Nigeria Primary English 4, page 13 and ask what they can see in the pictures.

Read ‘A journey by air (Part 1)’.

Ask some pairs to think of reasons why they might be travelling.

Read all the words/phrases on the chalkboard and ask the pupils to say them with you.

Hold up the first three words/phrases, explain them and tell the pupils to say these words carefully.

Whole class teaching
Ask the pupils to look in Nigeria Primary English 4, page 13 and find some verbs, eg: ‘showed’, ‘waited’.

Ask them what tense the verbs are in (past tense).

Show pupils the verb chart. Ask them what tense ‘picked’ is (past).

Read ‘picked’ in the present continuous tense with the pupils.

Choose some pairs to say the other verbs in the verb chart in the present continuous tense.

Supported group activities
Group A:
Sit down with the pupils for guided reading. After the reading, tell them to draw Emi and write some words to describe her in their exercise books.

Group B:
Tell these pupils to choose three words/phrases and draw each word in their exercise books. Tell them to play the game, shown left in How? Matching game.

Groups C and D:
Tell these pupils to copy and complete the verb chart in their exercise books.

Pair task
Tell one pupil to ask, ‘What are you doing?’ and the other to finish the sentence, ‘I am _____’ (eg: jumping, sitting, reading).

Choose some pairs to say their questions and answers in front of the whole class.

Spelling

Reading

Grammar

Reading

Plenary
By the end of the lesson, most pupils will be able to:
- Spell words with ‘ay’.
- Use verbs in the present continuous and past tenses.

**Before the lesson:**
Write these words on the chalkboard: ‘day’, ‘pray’, ‘play’, ‘birthday’, ‘yesterday’.
Write the tense sentences from the grammar section (right) on flash cards.
Make sure the verb chart from Week 1, Day 1 (yesterday) is on the chalkboard and read How? Tenses, as shown below.

**Tell the pupils**
The present continuous tense is used for actions that are still happening, eg: ‘He is jumping’.

**Remind pupils that**
The past tense means something that has happened, eg: ‘He jumped’.

**Explain that the**
Present tense means something that happens now, eg: ‘I jump’.
Whole class teaching

Ask the pupils what they can remember about the passage in Nigeria Primary English 4, page 13.

Explain that this kind of writing is called a ‘recount’.

Ask:
‘Why was Emi excited?’
‘Why did Emi and her father have to be at the airport early?’
‘Where would you like to go on a plane?’

Hold up the first six words/phrases and read them.

Tell the pupils to say and explain the meaning of each word.

Whole class teaching

Teach How? Tenses, as shown left.

Ask the pupils to read the following tense sentence flash cards with you:

She looked.
She walked.
She is talking.
He washed himself.
He is joining the line.
He is listening.

Give the pupils a sentence to read in pairs and tell them to say ‘yesterday’ if it is in the past tense and ‘today’ if it is in the present continuous tense.

Supported group activities

Groups A and B:
Tell these pupils to copy and complete the verb chart in their exercise books.

Group C:
Sit down with the pupils for guided reading. After the reading, tell them to draw Emi and write some words to describe her in their exercise books.

Group D:
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the matching game.

Whole class teaching

Write ‘ay’ on the chalkboard and say the sound with the pupils.

Read the ‘ay’ words and explain what they mean.

Remind pupils that the ‘ay’ spelling is used most often at the end of words.

Sound out some of the ‘ay’ words and ask the pupils to say the words.

Tell the pupils to hold up a finger for each sound in birthday: ‘b–ir–th–d–ay’ (five fingers).

Dictate, ‘I say she can play on her birthday’ for pupils to write in their exercise books.

Spelling

Reading

Grammar

Reading

Plenary

10 minutes

15 minutes

10 minutes

20 minutes

5 minutes

How

Flash cards

Verb chart/Matching game

Write ‘ay’ on the chalkboard and say the sound with the pupils.

Read the ‘ay’ words and explain what they mean.

Remind pupils that the ‘ay’ spelling is used most often at the end of words.

Sound out some of the ‘ay’ words and ask the pupils to say the words.

Tell the pupils to hold up a finger for each sound in birthday: ‘b–ir–th–d–ay’ (five fingers).

Dictate, ‘I say she can play on her birthday’ for pupils to write in their exercise books.

Whole class teaching

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Explain that this kind of writing is called a ‘recount’.

Ask:
‘Why was Emi excited?’
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‘Where would you like to go on a plane?’

Hold up the first six words/phrases and read them.

Tell the pupils to say and explain the meaning of each word.

Whole class teaching

Teach How? Tenses, as shown left.

Ask the pupils to read the following tense sentence flash cards with you:

She looked.
She walked.
She is talking.
He washed himself.
He is joining the line.
He is listening.

Give the pupils a sentence to read in pairs and tell them to say ‘yesterday’ if it is in the past tense and ‘today’ if it is in the present continuous tense.

Supported group activities

Groups A and B:
Tell these pupils to copy and complete the verb chart in their exercise books.

Group C:
Sit down with the pupils for guided reading. After the reading, tell them to draw Emi and write some words to describe her in their exercise books.

Group D:
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the matching game.

Whole class teaching

Write, ‘Emi waited’. Ask, ‘What tense is this?’

Choose a pupil to come and write it in the present continuous tense (Emi is waiting).
Week 1: Travelling by air

Day 3: Writing a recount

Learning outcomes

By the end of the lesson, most pupils will be able to:

- Spell words with 'ai'.
- Use some irregular past tense verbs in sentences.

Preparation

Before the lesson:

- Have ready the tense sentence flash cards from Week 1, Day 2 (yesterday).
- Make a set of irregular verb flash cards for each group: 'came', 'thought', 'went', 'saw', 'ran', 'gave', 'put'.
- Read How? Recount writing rules, as shown below.

How? Recount writing rules

- Use the past tense.
- Write paragraphs in the order that events happened.
- If possible, use speech.
- Write detailed descriptions.
Whole class teaching
Write 'ai' on the chalkboard. Tell the pupils that these letters make the same sound as the letters 'ay'.

Hold up the tense sentence flash cards and choose some pupils to read them.

Remind the pupils that this writing is a recount and teach How? Recount writing rules, as shown left.

Grammar
Hold up the tense sentence flash cards and choose some pupils to read them.

Ask the groups to say what tense the sentences are written in.

Discuss the meaning of these verbs and how they are different (they do not end in 'ed').

Ask each group to make up sentences using these irregular verbs and write them in their exercise books.

10 minutes
Nigeria Primary English 4
10 minutes
Flash cards
20 minutes
Flash cards/Matching game
5 minutes

Spelling
Write 'ai' on the chalkboard. Tell the pupils that these letters make the same sound as the letters 'ay'.

Write these words on the chalkboard, read and explain them: 'tail', 'pail', 'rain', 'brain', 'train', 'snail'.

Ask the pupils to open Nigeria Primary English 4, pages 13—14 and read 'A journey by air (Parts 1—3)'.

Ask, 'Why did the passengers fasten their seat belts?'

Group task
Hold up the tense sentence flash cards and choose some pupils to read them.

Tell the pupils to open Nigeria Primary English 4, pages 13—14 and read 'A journey by air (Parts 1—3)'.

Ask, 'Why did the passengers fasten their seat belts?'

Remind the pupils that this writing is a recount and teach How? Recount writing rules, as shown left.

Ask the pupils to read the words/phrases they have learned.

Choose some pupils to say sentences containing the irregular verbs they have learned.

Plenary
Ask the pupils to read the words/phrases they have learned.

Choose some pupils to say sentences containing the irregular verbs they have learned.
**How? Supported group activities**

**Day 4: A recount**

**Learning outcomes**

By the end of the lesson, most pupils will be able to:

- Spell words with ‘a–e’.
- Use some irregular past tense verbs in sentences.

**Preparation**

Before the lesson:

- Have ready the tense sentence and irregular verb flash cards from Week 1, Days 2 and 3.
- Read How? Supported group activities, as shown below.

**Lesson title**

**Flash cards**

**Week 1: Travelling by air**

Tell the pupils to choose three words/phrases and draw a picture of them.

Tell the pupils to play the matching game.

Ask them to write sentences using the irregular verb flash cards in their exercise books.

Sit down with the pupils for guided reading.

Tell them to draw a picture in their exercise books.
Pair task
Ask the pairs to read and explain the first nine words/phrases to each other.
Show the next three words/phrases and explain them.
Ask the pupils to tell each other about ‘A journey by air’ and ask the questions in Nigeria Primary English 4, page 13.
Ask how they know this type of writing is a recount, and remind them of the How? Recount writing rules, as shown on Week 1, Day 3 (yesterday).

Reading

Whole class teaching
Read the ‘a–e’ words with the pupils and explain what they mean.
Remind the pupils that an ‘e’ on the end of a word is ‘helpful’ and can make the vowel say its name.
Tell them that the first five words can also be spelled ‘tail’, ‘maid’, ‘pail’, ‘mail’, ‘sail’ but these have a different meaning.
Ask the pupils to say some sentences using the ‘a–e’ words on the chalkboard.
Tell them to write some of the sentences in their exercise books.

Grammar

Whole class teaching
Choose some pupils to hold up the tense sentence flash cards and read them to the class.
Ask the class to say what tense each sentence is in.
Remind pupils that the past tense of most verbs ends in ‘ed’ but there are some irregular verbs.
Hold up one of the irregular verb flash cards and choose some pupils to say what tense it is.
Ask if anyone can change it to the present continuous tense.
Continue until all the cards have been used.

Reading

Supported group activities
Organise supported group activities as shown left in How? Supported group activities.

Group A:
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the matching game.

Groups B and C:
Tell these pupils to write sentences using the irregular verb flash cards in their exercise books.

Group D:
Sit down with the pupils for guided reading. After the reading, tell them to draw Emi and write some words to describe her.

Plenary

Whole class teaching
Choose some pupils to explain the meaning of the words/phrases they have learned.
Hold up the irregular verb flash cards and ask the class to say them in the present continuous tense.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole class teaching</td>
<td>10 minutes</td>
<td>Read the ‘a–e’ words with the pupils and explain what they mean.</td>
</tr>
<tr>
<td></td>
<td>15 minutes</td>
<td>Choose some pupils to hold up the tense sentence flash cards and read them to the class.</td>
</tr>
<tr>
<td></td>
<td>10 minutes</td>
<td>Hold up one of the irregular verb flash cards and choose some pupils to say what tense it is.</td>
</tr>
<tr>
<td></td>
<td>20 minutes</td>
<td>Ask if anyone can change it to the present continuous tense.</td>
</tr>
<tr>
<td></td>
<td>5 minutes</td>
<td>Ask them to draw Emi and write some words to describe her.</td>
</tr>
<tr>
<td>Spelling</td>
<td>15 minutes</td>
<td>Nigeria Primary English 4, page 13.</td>
</tr>
<tr>
<td></td>
<td>10 minutes</td>
<td>Show the next three words/phrases and explain them.</td>
</tr>
<tr>
<td></td>
<td>5 minutes</td>
<td>Flash cards</td>
</tr>
<tr>
<td>Reading</td>
<td>10 minutes</td>
<td>Flash cards</td>
</tr>
<tr>
<td>Grammar</td>
<td>20 minutes</td>
<td>Flash cards</td>
</tr>
<tr>
<td>Reading</td>
<td>20 minutes</td>
<td>Flash cards</td>
</tr>
<tr>
<td>Whole class teaching</td>
<td>5 minutes</td>
<td>Flash cards</td>
</tr>
</tbody>
</table>
Week 1: Travelling by air

Day 5: Rules for recount writing

Learning outcomes

By the end of the lesson, most pupils will be able to:

- Spell words with ‘ay’, ‘ai’ and ‘a–e’.
- Say some of the rules for writing a recount.

Preparation

Before the lesson:

- Have ready the words/phrases flash cards.
- Read How? Words/phrases, as shown below.

How? Words/phrases

Ask the pupils to read the words/phrases on the chalkboard.

Give out the words/phrases flash cards to the class.

Read some of the rules for writing a recount.

Read the missing word sentences. Ask the pupils to hold up the missing word.

Write these words on the chalkboard:

- ‘snail’
- ‘cake’
- ‘tape’
- ‘pray’
- ‘brain’
- ‘cane’

Have ready the words/phrases flash cards.

Read How? Words/phrases, as shown below.

Day 5:

Rules for recount writing

Lesson title

Flash cards
Whole class teaching

Ask the pupils to say the words on the chalkboard with you and count the sounds.

Tell them to draw three big squares in their exercise books.

Tell them to write ‘ay’ above one square, ‘ai’ above one square and ‘a–e’ above one square.

Tell them to write the words on the chalkboard in the correct square.

Reading

Write the following missing word sentences on the chalkboard:

‘Emi travelled to _____.’

‘The woman gave them two _____.’

‘Father showed Emi where the _____ was.’

Give out the words/phrases flash cards and teach How? Words/phrases, as shown left.

Ask the pupils what they remember about ‘A journey by air’.

Tell them that a paragraph is a group of sentences that have the same subject.

Ask them what the first paragraph is about.

Comprehension

Pair task

Discuss Nigeria Primary English 4, page 14, Exercise 2, questions 1—3 with the class.

Tell the pairs to answer the questions in their exercise books.

Plenary

Whole class teaching

Choose some pairs to say their answers and ask the class if they are correct.

Ask the class what the writing they have been studying this week is called.

Ask what they have learned about recount writing, eg: it must be in the past tense, have paragraphs and descriptions.
Lesson Title: Weekly page
Primary 4, literacy lesson plans

Week 2: Flying

Words/phrases
Write these words on the chalkboard and leave them there for the week. Make two flash cards for each word.

- aircraft
- runway
- thud
- land
- passengers
- amazing
- suddenly
- gradually
- Benin
- chatting
- hostess
- captain

Learning expectations
By the end of the week:

All pupils will be able to:
Read some words in a recount they have listened to and say one thing that happened.

Most pupils will be able to:
Read most of a recount they have listened to and retell the events.

Some pupils will be able to:
Read a longer recount fluently and retell events using words for effect.

Write this verb ‘to be’ chart on the chalkboard:

<table>
<thead>
<tr>
<th>Person</th>
<th>Present tense</th>
<th>Past tense</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>am</td>
<td>was</td>
</tr>
<tr>
<td>You</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>He</td>
<td>is</td>
<td>was</td>
</tr>
<tr>
<td>She</td>
<td>is</td>
<td>was</td>
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<tr>
<td>It</td>
<td>is</td>
<td>was</td>
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<tr>
<td>We</td>
<td>are</td>
<td>were</td>
</tr>
<tr>
<td>They</td>
<td>are</td>
<td>were</td>
</tr>
</tbody>
</table>
Assessment task

Instructions:

1. Ask a pupil to read the recount ‘Travelling by air’ to you.
2. Ask them to retell the recount in their own words.
3. Ask the pupil to say what kind of writing it is.
4. Let them point to a past tense verb in the recount they have read.
5. Ask them to explain when to use speech marks in a passage.
6. Ask the pupil to say how they know it is speech.

Example of a pupil’s work

This pupil can:

Read most of the recount clearly.
Can retell some events from the recount.
Identify a recount.
Identify a past tense verb.

Travelling by air

1. Amina can read most of the recount without help.
2. Amina retold some events
   Emi went to the airport
   They sat on the plane
   People looked very small
3. Amina said it was a recount
4. Amina identified two past tense verbs in the recount
   ‘showed’
   ‘collected’
5. She could not tell me about speech.
How? Snap game

Week 2: Flying
Day 1: Emi’s journey

Learning outcomes
By the end of the lesson, most pupils will be able to:
Know different spellings for the long ‘i’ sound.
Talk about a journey.

Preparation
Before the lesson:
Write this story on the chalkboard:
‘One night at nine o’clock, my daughter was eating pie outside. She saw a bright light. She gave a cry, “What is that in the sky?”’.
Write the Verb ‘to be’ chart on the chalkboard and read How? Snap game, instructions as shown below.

Divide the words/phrases cards between the pupils in the group.
Each pupil puts their cards face down in a pile in front of them.
Each pupil turns over a card and places it in the middle.
The first pupil to shout ‘Snap’ when a new card matches the previous one keeps all the cards.
Continue until one pupil has all of the cards.

How? Snap game

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Continue until one pupil has all of the cards.
Whole class teaching

Read all of the words/phrases on the chalkboard and ask the pupils to say them with you. Hold up the first three words/phrases and explain them. Tell the pupils to open Nigeria Primary English 4, page 13 and ask what they remember about ‘A journey by air’. Ask them questions about it: ‘Where was Emi going?’ ‘How did she and her father know they had landed?’ Discuss with the pupils any journeys they have been on (in their local language).

Point to the verb ‘to be’ chart. Explain that this is a tricky verb. Read the present and past tenses of the verb with the class. Tell the pupils to notice how the verb changes when it is used with a different person. Copy the following sentences on to the chalkboard and ask the pupils to change the verbs into the past tense:

- He is excited.
- They are ready.
- He is in charge of the shop.
- I am very proud.
- It is time for refreshments.

Supported group activities

Group A: Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

Group B: Tell these pupils to choose three words/phrases and draw each word in their exercise books. Play the game, shown left in How? Snap game.

Groups C and D: Tell these pupils to copy the sentences on the chalkboard, changing the verbs into the past tense in their exercise books.

Plenary

Choose some pupils to role play part of the journey for the rest of the class.

Whole class teaching

Spelling

Say the long ‘i’ sound with the pupils. Read the story twice. The second time, ask the pupils to stand up every time they hear a word with the long ‘i’ sound. Choose some pupils to come and underline the long ‘i’ words in the story. Ask, ‘What letters make the long “i” sound?’ (ie, igh, y, i-e). Write them on the chalkboard. Choose some pupils to write words from the story underneath the correct long ‘i’ spelling.

Reading

Grammar

Verb chart

How

Plenary

Whole class teaching

Say the long ‘i’ sound with the pupils. Read the story twice. The second time, ask the pupils to stand up every time they hear a word with the long ‘i’ sound. Choose some pupils to come and underline the long ‘i’ words in the story. Ask, ‘What letters make the long “i” sound?’ (ie, igh, y, i-e). Write them on the chalkboard. Choose some pupils to write words from the story underneath the correct long ‘i’ spelling.

Point to the verb ‘to be’ chart. Explain that this is a tricky verb. Read the present and past tenses of the verb with the class. Tell the pupils to notice how the verb changes when it is used with a different person. Copy the following sentences on to the chalkboard and ask the pupils to change the verbs into the past tense:

- He is excited.
- They are ready.
- He is in charge of the shop.
- I am very proud.
- It is time for refreshments.

Supported group activities

Group A: Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

Group B: Tell these pupils to choose three words/phrases and draw each word in their exercise books. Play the game, shown left in How? Snap game.

Groups C and D: Tell these pupils to copy the sentences on the chalkboard, changing the verbs into the past tense in their exercise books.

Plenary

Choose some pupils to role play part of the journey for the rest of the class.

Whole class teaching

Spelling

Say the long ‘i’ sound with the pupils. Read the story twice. The second time, ask the pupils to stand up every time they hear a word with the long ‘i’ sound. Choose some pupils to come and underline the long ‘i’ words in the story. Ask, ‘What letters make the long “i” sound?’ (ie, igh, y, i-e). Write them on the chalkboard. Choose some pupils to write words from the story underneath the correct long ‘i’ spelling.

Reading

Grammar

Verb chart

How

Plenary

Whole class teaching

Say the long ‘i’ sound with the pupils. Read the story twice. The second time, ask the pupils to stand up every time they hear a word with the long ‘i’ sound. Choose some pupils to come and underline the long ‘i’ words in the story. Ask, ‘What letters make the long “i” sound?’ (ie, igh, y, i-e). Write them on the chalkboard. Choose some pupils to write words from the story underneath the correct long ‘i’ spelling.

Point to the verb ‘to be’ chart. Explain that this is a tricky verb. Read the present and past tenses of the verb with the class. Tell the pupils to notice how the verb changes when it is used with a different person. Copy the following sentences on to the chalkboard and ask the pupils to change the verbs into the past tense:

- He is excited.
- They are ready.
- He is in charge of the shop.
- I am very proud.
- It is time for refreshments.

Supported group activities

Group A: Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

Group B: Tell these pupils to choose three words/phrases and draw each word in their exercise books. Play the game, shown left in How? Snap game.

Groups C and D: Tell these pupils to copy the sentences on the chalkboard, changing the verbs into the past tense in their exercise books.

Plenary

Choose some pupils to role play part of the journey for the rest of the class.
Week 2: Flying
Day 2: Emi’s journey

Learning outcomes
By the end of the lesson, most pupils will be able to:

- Spell words with ‘ie’ and ‘y’.
- Use the verb ‘to be’ in the past and present tense.

Preparation
Before the lesson:

Make sure the verb ‘to be’ chart is still on the chalkboard and read How? Reading, as shown below.

How? Reading

Read the recount to the pupils.
Ask them what kind of writing it is.
Ask the pupils to discuss something they remember about the recount.
Read the recount again.
Ask the pupils to tell each other somewhere they would like to travel to.

Lesson title
Word search/ Flash cards
### Whole class teaching

**Spelling**

Read the words on the chalkboard and explain what they mean.

Tell the pupils that 'y' makes the same sound as 'ie' when it is at the end of a short word. Say the sound.

Choose some pupils to find the hidden 'y' and 'ie' words in the word search.

Ask the pupils to say some sentences using the words, then write some sentences in their exercise books.

---

**Reading**

**Pair task**

Ask the pupils to read and explain the first six words/phrases to each other.

Show the next three words/phrases and explain them.

Tell the pupils to open Nigeria Primary English 4, pages 13—14 and use this passage to do the How? Reading activity, as shown left.

---

**Grammar**

**Whole class teaching**

Ask the pupils to look in Nigeria Primary English 4, page 14 and say any verbs they can see.

Read the verbs in the verb 'to be' chart on the chalkboard.

Copy the following sentences on to the chalkboard and ask the pupils to change the verbs into the past tense:

- 'He is walking.'
- 'They are eating.'
- 'He is driving the car.'
- 'I am very sad.'
- 'It is time for breakfast.'

---

**Plenary**

**Supported group activities**

**Groups A and B:**
Tell these pupils to copy the sentences on the chalkboard, changing the verbs into the past tense, and drawing a picture of each sentence in their exercise books.

**Group C:**
Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

**Group D:**
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the snap game.

---

**Whole class teaching**

Write, 'Emi was very excited.' and ask the class what tense this is. Choose a pupil to come and write it in the present tense.
Speech marks are put around the words people actually say. Put a comma in between the speech marks and the speaker. Use a word that tells you how the speech sounds.
Whole class teaching

Write ‘igh’ on the chalkboard and tell the pupils that these letters make the same sound as the letters ‘ie’ and ‘y’. Say the sound with them.

Read the ‘igh’ words with the pupils, explain them and count the sounds.

Write these sentences on the chalkboard and ask the pupils to choose an ‘igh’ word to complete them in their exercise books:

‘It is dark at _____.’
‘The sun is very _____.’
‘The opposite of left is _____.’
‘I switch the _____ on when it is dark.’

Reading

Whole class teaching

Ask the pupils to read the words/phrases on the chalkboard.

Ask them what the first six words/phrases mean.

Show the next three words/phrases and explain them.

Tell the pupils to look in Nigeria Primary English 4, pages 13—14.

Ask them to discuss what the air hostess asks the passengers to do.

Grammar

Group task

Tell the pupils to look in Nigeria Primary English 4, page 14. Ask them to look at what the air hostess says to Emi.

Teach How? Speech marks, as shown left.

Ask the groups to discuss what Emi might say to her friends about her flight.

Choose a pupil from each group to write their idea on the chalkboard, using speech marks.

Supported group activities

Groups A and D:
Tell these pupils to write sentences that Emi might say to her friends in their exercise books. Remind them to put speech marks around the spoken words.

Group B:
Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

Group C:
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the snap game.

Plenary

Whole class teaching

Choose some pupils to read and explain the first nine words/phrases.
Learning outcomes
By the end of the lesson, most pupils will be able to:
- Spell words with ‘i–e’.
- Use speech marks around spoken words.

Preparation
Before the lesson:
- Read How? Speech marks practice, as shown below.

Day 4:
Using speech marks

How?
Speech marks practice

Remind pupils that speech marks are used to show who is speaking.
Ask the pairs to find examples of speech in the textbook.
Ask the pairs to write some complete sentences using speech marks.
Remind the pupils to put a comma in between the speech marks and the speaker.
Whole class teaching

Write ‘i–e’ on the chalkboard.

Read the ‘i–e’ words and explain what they mean.

Remind the pupils that the ‘e’ on the end of the word makes the ‘i’ say its name.

Ask them to say some sentences using the ‘i–e’ words on the chalkboard.

Tell them to write some of the sentences in their exercise books.

Reading

Whole class teaching

Ask the pupils to read the words/phrases on the chalkboard.

Ask them what some of the first nine words/phrases mean.

Show the next three words/phrases and explain them.

Ask the pupils what they remember about ‘A journey by air’.

Ask them questions 4 and 5 from Nigeria Primary English 4, page 14, Exercise 2.

Ask how they know this type of writing is a recount.

Grammar

Pair task

Teach How? Speech marks practice, as shown left.

Ask the pairs to find examples of speech in Nigeria Primary English 4, pages 13—14.

Ask them to complete this sentence using speech marks: ‘The air hostess said _____.’

Reading

Supported group activities

Group A:
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the snap game.

Groups B and C:
Tell these pupils to write sentences that Emi might say to her friends in their exercise books. Remind them to put speech marks around the spoken words.

Group D:
Sit down with the pupils for guided reading. After the reading, tell them to draw pictures of the plane to explain part of the journey.

Plenary

Whole class teaching

Choose some pairs to write their sentences on the chalkboard.

Ask the class to check that they use speech marks correctly.
Week 2:
Flying

Day 5:
A recount

Learning outcomes

By the end of the lesson, most pupils will be able to:

Spell words with 'ie', 'y', 'igh' and 'i–e'.

Answer questions about a passage.

Preparation

Before the lesson:

Read How? the long 'i' sound, as shown below and have ready this list of words:

'nine', 'time', 'try', 'pie', 'night', 'light'.

How?
The long 'i' sound

Ask the pupils to help you write some of the letters that make the long 'i' sound on the chalkboard.

Read out the first word from the long 'i' list.

Choose someone to write the word on the chalkboard.

Ask the class if it is correct.

Repeat the process with the other words.
Whole class teaching

Teach How? the long ‘i’ sound, as shown left.

Reading

Whole class teaching

Give out the word/phrase flash cards to the class.

Read some of the words and ask the pupils to hold up the matching card.

Write the sentences below on the chalkboard, read them, and ask the pupils to hold up the missing word if they have it:

‘Emi looked around the ___.’
‘Some ___ were reading.’
‘Suddenly, there was a ___.’
‘The plane ___ came to a stop.’

Ask the pupils what they remember about ‘A journey by air’ in Nigeria Primary English 4, pages 13—14.

Ask them:
‘What is “A journey by air (Part 1)” about?’
‘What is a paragraph?’
‘What tense are the verbs in a recount?’

Tell them that Part 1 is the introduction to the recount.

Comprehension

Pair task

Discuss the questions in Nigeria Primary English 4, page 15, Exercise 6.

Tell the pairs to answer the questions in their exercise books.

Plenary

Whole class teaching

Choose some pairs to say some of their answers to the class.

Ask the class if they are correct, and if not ask some pupils to correct them.

Choose some pupils to draw speech marks on the chalkboard and explain how to use them.
## Lesson title

**Lesson title**

### Grade/Type of lesson plan

**Lesson title**

### Week 3: A recount of the holidays

#### Weekly page

**Weekly page**

**Primary 4, literacy lesson plans**

#### Words/phrases

<table>
<thead>
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<th>Words/phrases</th>
<th>Wow! words</th>
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<tr>
<td>holidays</td>
<td>interesting</td>
</tr>
<tr>
<td>friends</td>
<td>exciting</td>
</tr>
<tr>
<td>relatives</td>
<td>asked</td>
</tr>
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<td>parents</td>
<td>replied</td>
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<td>teacher</td>
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</tr>
</tbody>
</table>

**By the end of the week:**

**All pupils will be able to:**

Write simple sentences.

**Most pupils will be able to:**

Write simple sentences, using capital letters and full stops correctly most of the time.

**Some pupils will be able to:**

Write simple sentences, using capital letters and full stops correctly and using wow! words for effect.
Garba and Gambo were best friends. Last week they went to an important football match in the city. The boys were extremely excited. They went on the bus and although it was a long, tiring journey they enjoyed looking out of the window at the big towns and small villages.

When they arrived, they joined lots of other people who were waiting to buy food and drinks because they were both very hungry and thirsty.

They walked happily into the stadium and took their places eagerly. The boys shouted at the top of their voices to encourage the players on their team. Suddenly, it looked like Bello, their favourite player, was going to score a goal. The crowd jumped to their feet and began to roar loudly, "Goal!".

In the end their team won two goals to one and Garba and Gambo were thrilled they went.
Week 3:
A recount of the holidays

Day 1:
A journey

Wow! words make writing interesting.

Words like 'said', 'good' and 'nice' are often over-used and can make writing dull.

Encourage pupils to collect interesting words.

Display examples of wow! words from the lesson plans for pupils to use in their writing.

Encourage pupils to add their own words to the wow! words wall.

Learning outcomes

By the end of the lesson, most pupils will be able to:

Know different spellings for the long 'o' sound.

Use some adjectives to make their writing more interesting.

Preparation

Before the lesson:

Write this story on the chalkboard:

'Rose liked to doze. She put her head on the yellow pillow. Mary shouted through the window, "Wake up!" Rose woke up. She started to moan and groan, because she was still tired.'

Read How? Using wow! words, as shown below.

How?
Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words

How? Using wow! words
Whole class teaching

Read the story on the chalkboard and say the long 'o' sound with the pupils.

Read the story again and ask the pupils to stand up every time they hear a word with the long 'o' sound.

Choose some pupils to come and underline the long 'o' words in the story.

Ask the pupils what letters make the long 'a' sound ('ow', 'oa', 'o–e'). Write them on the chalkboard.

Choose some pupils to write words from the story underneath the correct long 'o' spelling.

Whole class teaching

Show the pupils the first three words/phrases flash cards, read and explain them.

In pairs, ask the pupils to think of adjectives to describe a journey, e.g. 'exciting', 'interesting', 'hot', 'tiring', 'long'.

Tell them that these are wow! words and teach How? Using wow! words, as shown left.

Group task

In groups, ask the pupils to talk about what they did in the holidays.

Ask each group to prepare a role play about the holidays.

After each group presents its role play to the class, ask the pupils to explain what happened.

Write the groups' holiday ideas down and keep them for the next day.

Pair task

Write these sentences on the chalkboard and choose some pupils to come and put in the missing speech marks and commas:

Habiba said What did you do?
Yusuf said I went to visit my brother.
Habiba said Where does he live?
Yusuf said He lives in Jigawa.

Rub out the speech marks and commas from the sentences.

Tell the pairs to write the sentences in their exercise books, putting in the speech marks and commas.

Spelling

Read the story on the chalkboard and say the long 'o' sound with the pupils.

Read the story again and ask the pupils to stand up every time they hear a word with the long 'o' sound.

Choose some pupils to come and underline the long 'o' words in the story.

Ask the pupils what letters make the long 'a' sound ('ow', 'oa', 'o–e'). Write them on the chalkboard.

Choose some pupils to write words from the story underneath the correct long 'o' spelling.

Shared writing

Show the pupils the first three words/phrases flash cards, read and explain them.

In pairs, ask the pupils to think of adjectives to describe a journey, e.g. 'exciting', 'interesting', 'hot', 'tiring', 'long'.

Tell them that these are wow! words and teach How? Using wow! words, as shown left.

Grammar

Write these sentences on the chalkboard and choose some pupils to come and put in the missing speech marks and commas:

Habiba said What did you do?
Yusuf said I went to visit my brother.
Habiba said Where does he live?
Yusuf said He lives in Jigawa.

Rub out the speech marks and commas from the sentences.

Tell the pairs to write the sentences in their exercise books, putting in the speech marks and commas.

Plenary

Write these sentences on the chalkboard and choose some pupils to come and put in the missing speech marks and commas:

Habiba said What did you do?
Yusuf said I went to visit my brother.
Habiba said Where does he live?
Yusuf said He lives in Jigawa.

Rub out the speech marks and commas from the sentences.

Tell the pairs to write the sentences in their exercise books, putting in the speech marks and commas.
Lesson Title

Week 3: A recount of the holidays

Day 2: The holiday

Learning outcomes

By the end of the lesson, most pupils will be able to:

- Spell words with ‘oa’.
- Write speech using other words for ‘said’.

Preparation

Before the lesson:

- Have ready the holiday ideas and speech sentences from Week 3, Day 1 (yesterday) on the chalkboard.
- Read How? Using a wow! words wall, as shown below.

How? Using a wow! words wall

- Make a wow! words wall.
- Encourage pupils to look at the wow! words wall.
- Encourage pupils to use the wow! words in their writing.

Holiday ideas/Sentences
Write the first paragraph on the chalkboard, asking the pupils questions to help them complete each sentence:

'In the holidays, I ___.' (What did you do?)

'I helped ___.' (Who did you help and what did you do?)

'One day, I went ___.' (Where did you go?)

Write their ideas on the chalkboard and keep them safe for the next day.

Pair task

Read the speech sentences on the chalkboard.

Discuss with the class ways to replace 'said' in each sentence with a more interesting word.

Tell the pupils to use the wow! words to help them, and start to make a wow! words wall as shown left in How? Using a wow! words wall.

Ask the pairs to write the sentences in their exercise books, replacing each 'said' with a similar word.
**Lesson title**

**Week 3:**
A recount of the holidays

**Day 3:**
Holiday brainstorm

**Learning outcomes**

By the end of the lesson, most pupils will be able to:
- Spell words with 'ow'.
- Use some wow! words in their writing.

**Preparation**

Before the lesson:
- Write these words on the chalkboard: 'yellow', 'pillow', 'borrow', 'low', 'blow'.
- Have ready the holiday paragraph from Week 3, Day 2 (yesterday).
- Read How? Brainstorm, as shown below.

**How? Brainstorm**

A brainstorm is when you gather ideas for writing.

Write the title or topic in the middle of the chalkboard.

The ideas can be words or phrases.

Ask the pupils questions about the topic. As they reply, write their answers around the title.

Accept all ideas. They can be used to help pupils to write independently.

A recount of the holidays

Day 3:
Holiday brainstorm

Lesson title

**Learning outcomes**

By the end of the lesson, most pupils will be able to:
- Spell words with 'ow'.
- Use some wow! words in their writing.

**Preparation**

Before the lesson:
- Write these words on the chalkboard: 'yellow', 'pillow', 'borrow', 'low', 'blow'.
- Have ready the holiday paragraph from Week 3, Day 2 (yesterday).
- Read How? Brainstorm, as shown below.

**How? Brainstorm**

A brainstorm is when you gather ideas for writing.

Write the title or topic in the middle of the chalkboard.

The ideas can be words or phrases.

Ask the pupils questions about the topic. As they reply, write their answers around the title.

Accept all ideas. They can be used to help pupils to write independently.
Whole class teaching
Write ‘ow’ on the chalkboard and tell the pupils that these letters can make the same sound as ‘oa’. Say the sound with them.

Read the ‘ow’ words with the pupils, explain them and say that ‘ow’ often comes at the end of a word.

Write these sentences on the chalkboard:
‘The sun is _____.
‘I have a _____ on my bed.’
‘I can hear the wind _____.’
‘Please can I _____ a pen?’

Read the sentences and ask the pupils to choose one ‘ow’ word to complete each one in their exercise books.

Shared writing
Show the first six word/phrase flash cards and make sure the pupils understand them.

Flash the next three words/phrases, and read and explain them.
Tell the pupils they can find interesting words for writing on the wow! words wall.
Ask them to find other words for ‘said’ on the wall.

Read the recount the pupils wrote with you on Week 3, Day 2 (yesterday) and tell them they are going to write a recount by themselves.

Brainstorm
Collect ideas for writing by brainstorming, as shown left in How? Brainstorm.
Write ‘The holidays’ in the middle of the chalkboard.
Ask the groups to discuss these questions:
‘Can you name some places children go to in the holidays?’
‘Tell me some children’s names.’
‘What do children do in the holidays?’
‘What do children do to get ready for school?’
‘What happens on the first morning?’

Choose someone from each group to say their ideas and write them around the title.

Read all of the ideas from the brainstorm.
Ask the groups to write one sentence about holidays using ideas from the brainstorm and words from the wow! words wall to make their writing interesting.

Plenary
Ask each group to read out their sentence to the rest of the class.
Ask the class what they like about each sentence.
Learning outcomes
By the end of the lesson, most pupils will be able to:
- Spell words with ‘o–e’.
- Write sentences independently.

Preparation
Before the lesson:
- Have ready the holiday brainstorm from Week 3, Day 2 (earlier this week) and the words/phrases flash cards.
- Read How? Guided writing, as shown below.

Week 3:
A recount of the holidays
Day 4:
In the holidays

Holiday brainstorm/Flash cards

How? Guided writing

Look together at the brainstorm.
Use the ideas to complete sentences with the class.
Discuss words that will make their writing more interesting.
Ask the pupils to try to complete a sentence.
Ask each pupil to say their sentence.
Spelling

Whole class teaching
Write ‘o–e’ on the chalkboard.
Read the ‘o–e’ words and explain what they mean.
Remind the pupils that the ‘e’ on the end of the word makes the ‘o’ say its name.
Ask them to say some sentences using the ‘o–e’ words on the chalkboard.
Tell them to write some of the sentences in their exercise books.

Guided writing

Whole class teaching
Show the word/phrase flash cards and ask the pupils to read them.
Explain the meaning of the last three words.
Choose some pupils to come and write the words on the chalkboard.
Remind the pupils that they are going to write their own recount called ‘The holidays’.

Group task
Teach How? Guided writing, as shown left.
Ask the pupils to use the holiday brainstorm to complete the following sentence: ‘In the holidays, _____ went to _____’.
Discuss words that will make the recount of the holidays more interesting.

Individual task
Tell the pupils to write ‘The holidays’ in their exercise books.
Ask them to complete the sentence: ‘In the holidays, _____ went to _____’.
Ask the pupils to think of and write four more sentences in their recount.
Encourage them to use some of the words/phrases and the wow! words.
Check that they are using capital letters, full stops, speech and the past tense.

Whole class teaching
Choose some pupils to read the sentences they have written.
Discuss any wow! words they have used.

Plenary

Whole class teaching
Write ‘o–e’ on the chalkboard.
Read the ‘o–e’ words and explain what they mean.
Remind the pupils that the ‘e’ on the end of the word makes the ‘o’ say its name.
Ask them to say some sentences using the ‘o–e’ words on the chalkboard.
Tell them to write some of the sentences in their exercise books.
Week 3: A recount of the holidays

Day 5: Holiday recount

Learning outcomes

By the end of the lesson, most pupils will be able to:

- Spell words with ‘ow’, ‘oa’ and ‘o–e’.
- Use a writing frame to write independently.

Preparation

Before the lesson:

- Have ready the word/phrase flash cards.

- Read How? Writing frame, as shown below.

How? Writing frame

- Identify a topic for pupils’ writing.
- Work with the pupils to brainstorm ideas about the topic.
- Ask the pupils questions about the topic.
- Use their ideas to create a wow! words wall.
- Ask the pupils to complete sentences about the topic.
**Individual task**

Ask the pupils to say the words on the chalkboard with you and count the sounds.

Tell them to draw three big squares in their exercise books.

Tell them to write ‘oa’ above one square, ‘ow’ above one square and ‘o–e’ above one square.

Tell them to write the words on the chalkboard in the correct square.

Dictate this sentence for the pupils to write in their exercise books: ‘I hope to eat goat soon.’

---

**Guided writing**

Choose pupils to write some of the words/phrases on the chalkboard as you say them.

Write these sentences on the chalkboard:

Farida said What did you do in the holidays?

Yusuf said I have been doing some sums at home.

Choose some pupils to read the sentences and ask them to help you place the speech marks and commas.

Ask the pupils how they can make the sentences more interesting.

Remind the pupils that all week they have been writing about holidays.

Remind them how to do this as shown left in How? Writing frame.

---

**Independent writing**

Ask the pupils to open their exercise books and find the holiday recount from Week 3, Day 4 (yesterday).

Ask them to complete the sentence below and write four more sentences: ‘On the first day back at school, ____.’

Encourage them to use all of the ideas they have been collecting this week.

---

**Plenary**

Choose some pupils to read some of their recounts to the class.

Remind the pupils of the How? Recount writing rules, as shown on Week 1, Day 3.
Lesson title

Grade/Type of lesson plan

Week 4:
Finding gold

Weekly page
Primary 4, literacy lesson plans

Words/phrases

Write these words on the chalkboard and leave them there for the week. Make two flash cards for each word.

village
vegetables
basket
sadly
lively
heavy
hungry
gratefully
reward
finished
enormous
healthy
quickly

Learning expectations

By the end of the week:

All pupils will be able to:
Write simple sentences, using capital letters and full stops correctly most of the time.

Most pupils will be able to:
Write simple sentences, using capital letters and full stops correctly and using adjectives and adverbs for effect.

Some pupils will be able to:
Write a short recount independently, using adjectives and adverbs for effect and beginning to use a range of connectives.

Learning expectations

By the end of the week:

All pupils will be able to:
Write simple sentences, using capital letters and full stops correctly most of the time.

Most pupils will be able to:
Write simple sentences, using capital letters and full stops correctly and using adjectives and adverbs for effect.

Some pupils will be able to:
Write a short recount independently, using adjectives and adverbs for effect and beginning to use a range of connectives.
Once, at the edge of a small village, there lived a poor farmer and his family. Every day Mr Ahmed worked on his farm to take care of his family. On his land he grew many crops which he sold in the large market nearby. His three lively children went to school every day and at the weekends they helped their father in the fields.

One year the heavy rains did not come and the land was very dry. Mr Ahmed said to his brother, “I only have some small vegetables to sell because there was no water to help them grow. My family will be hungry this year and my children will not be able to go to school. What can I do?”

His brother replied, "You must take your basket of vegetables to the market and stay until you have sold them all."

Mr Ahmed walked slowly to the market. It was a long journey, the sun was hot and the basket was heavy. He sat down by the side of the road for a short rest and a drink of water. Suddenly, he saw a thin old man digging in the field next to the road. The old man looked very tired and Mr Ahmed felt sad for him. He picked out the largest vegetable from his basket, and gave it to the man saying, “You need some food and rest. Please sit, eat this and let me help you.”

The old man sat down gratefully. Mr Ahmed took the tool from the old man and began to dig the field. When he had finished the sun was setting and it was too late to go to market to sell his vegetables. The old man thanked him and said, "Go home to your family and you will get a reward for your work this day."

Mr Ahmed picked up his basket and returned home sadly to his family. His vegetables were finished and he could not return to market the next day. His family would be hungry.

The next day Mr Ahmed woke up early and went out into his field. Suddenly, he noticed an enormous healthy yam growing right in the middle of his field. "This will feed my family for a week," he thought. He ran to the yam and used his spade to dig it up. As he dug he felt his spade hit something hard. He dug faster and pulled a huge bag of gold from the ground.

He quickly ran home to his family with the bag and shouted to his wife and children, “Look what I have found in our field. We are rich!” They bought more land and some chickens and goats. He did not want his family to be poor again.
Preparation

Before the lesson:

Write these long ‘u’ sentences on the chalkboard:
- ‘I can rescue a few clothes from the fumes.’
- ‘I refuse to argue with you.’
- ‘Please excuse me. I must continue to work.’

Read How? Adjectives, as shown below.

Learning outcomes

By the end of the lesson, most pupils will be able to:

- Know different spellings for the long ‘u’ sound.
- Say some adjectives.

How?

Adjectives

An adjective is a describing word.


Write the adjectives on the wow! words wall.

Week 4:
Finding gold

Day 1:
A story
**Whole class teaching**

**Reading**

Read and explain the long ‘u’ sentences to the pupils. Read the sentences again and ask the pupils to stand up every time they hear a word with the long ‘u’ sound. Choose some pupils to come and underline the long ‘u’ words in the sentences. Ask the pupils to say the main ways of writing the long ‘u’ sound (‘ue’, ‘ew’ and ‘u–e’). Write ‘ue’, ‘ew’ and ‘u–e’ on the chalkboard. Choose some pupils to write words from the sentences underneath the correct long ‘u’ spelling.

**Grammar**

Teach How? Adjectives, as shown left. Write ‘very’, ‘both’ and ‘only’ on the chalkboard and explain what they mean. Discuss how to complete these sentences using ‘very’, ‘both’ or ‘only’:

- ‘The pan is heavy, carry it with _____ hands.’
- ‘That soup is _____ hot.’
- ‘I _____ have one yam, I must buy some more.’

**Supported group activities**

**Group A:**
Sit down with the pupils for guided reading. After the reading, ask them to draw a picture showing Mr Ahmed and his farm.

**Group B:**
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the matching game/snap game.

**Groups C and D:**
Tell these pupils to copy and complete the ‘very’, ‘both’ or ‘only’ sentences in their exercise books.

**Plenary**

Ask the pupils to look at Nigeria Primary English 4, page 60 and say some adjectives to describe the man in the picture. Ask the pupils to say some adjectives to describe their partners, eg: tall, small, happy, kind, tired.

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<table>
<thead>
<tr>
<th>10 minutes</th>
<th>Sentences</th>
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<tbody>
<tr>
<td>15 minutes</td>
<td>Story</td>
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<tr>
<td>10 minutes</td>
<td>How</td>
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<tr>
<td>20 minutes</td>
<td>Matching game/ Snap game</td>
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<tr>
<td>5 minutes</td>
<td>Nigeria Primary English 4</td>
</tr>
</tbody>
</table>

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**Spelling**

**Whole class teaching**

Read and explain the long ‘u’ sentences to the pupils. Read the sentences again and ask the pupils to stand up every time they hear a word with the long ‘u’ sound. Choose some pupils to come and underline the long ‘u’ words in the sentences. Ask the pupils to say the main ways of writing the long ‘u’ sound (‘ue’, ‘ew’ and ‘u–e’). Write ‘ue’, ‘ew’ and ‘u–e’ on the chalkboard. Choose some pupils to write words from the sentences underneath the correct long ‘u’ spelling.

**Whole class teaching**

Read all of the words/phrases on the chalkboard and ask the pupils to say them with you. Hold up the first three new words and explain them. Tell the pupils that the story they are going to read is about a farmer and ask them, ‘Do you know what crops a farmer can grow?’ Read and explain the first two paragraphs of the story and tell the pupils that this is the introduction. Explain that a story has an introduction, a build-up, a problem, a resolution or ending.

**Whole class teaching**

Teach How? Adjectives, as shown left. Write ‘very’, ‘both’ and ‘only’ on the chalkboard and explain what they mean. Discuss how to complete these sentences using ‘very’, ‘both’ or ‘only’:

- ‘The pan is heavy, carry it with _____ hands.’
- ‘That soup is _____ hot.’
- ‘I _____ have one yam, I must buy some more.’

---

**Reading**

**Grammar**

**Reading**

**Plenary**

Ask the pupils to look at Nigeria Primary English 4, page 60 and say some adjectives to describe the man in the picture. Ask the pupils to say some adjectives to describe their partners, eg: tall, small, happy, kind, tired.
Week 4: Finding gold
Day 2: Mr Ahmed

Learning outcomes
By the end of the lesson, most pupils will be able to:
Know different spellings for the long ‘u’ sound.
Use adjectives to describe characters in a story.

Preparation
Before the lesson:
Read How? Story writing rules, as shown below.

How? Story writing rules
Have a clear, underlined title.
Have an introduction that sets the scene and introduces the characters.
The build-up introduces the storyline and drops some clues about what may happen.
Each story should have a problem that needs to be fixed, eg: a character who is unhappy.
The resolution or ending describes how the problem is solved.
Whole class teaching
Ask the pupils to read the words/phrases on the chalkboard.
Hold up the first six words/phrases and read them with the pupils, discussing what they mean.
Discuss How? Story writing rules, as shown left.
Ask the pupils what they can remember about 'Finding gold'.
Read and explain the next four paragraphs of the story.
Ask the pupils what Mr Ahmed's problem was.

Supported group activities
Groups A and B: Tell these pupils to copy and complete the 'very', 'both' or 'only' sentences into their exercise books.

Group C: Sit down with the pupils for guided reading. After the reading, ask them to draw a picture showing Mr Ahmed and his farm.

Group D: Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Whole class teaching
Remind the pupils what an adjective is, as shown on Week 4, Day 1 (yesterday).
Ask them to think of adjectives to describe Mr Ahmed, eg: disappointed, sad, tired.
Discuss how to complete these sentences using 'very', 'both' or 'only':
'It is ___ five o'clock, it is too early to go to bed.'
'The children were ___ good today.'
'Please bring a friend, you will ___ be welcome.'

Whole class teaching
Ask the pupils to say the words on the chalkboard with you and count the sounds.
Tell them to draw three big squares in their exercise books.
Tell them to write 'ue' above one square, 'ew' above one square and 'u-e' above one square.
Tell them to write the words on the chalkboard in the correct square.
Dictate the following sentence for the pupils to write in their exercise books: 'I can rescue a few clothes from the fumes.'
Tell the pupils that 'who' and 'which' in a sentence give extra information about a person or object.

Tell them that in a sentence, 'who' is used after a person.

Remind them that in a sentence, 'which' is used after an object.

By the end of the lesson, most pupils will be able to:
- Spell words with the long 'u' sound.
- Predict the ending of a story.

Before the lesson:
- Write these words on the chalkboard: 'value', 'argue', 'rescue', 'few', 'new', 'cube', 'use', 'excuse'.
- Write the word search, as shown right, next to the long 'u' words.
- Read How? Who and which, as shown below.

Day 3: What will happen next?

Week 4: Finding gold

Learning outcomes

Preparation
Whole class teaching
Write ‘ue’, ‘ew’ and ‘u–e’ on the chalkboard.
Read the words and explain what they mean.
Ask some pupils to come and find the words in the word search on the chalkboard.
Ask pupils to write the words in their exercise books.

Reading
Whole class teaching
Ask the pupils to read the words/phrases on the chalkboard.
Ask if anyone can remember what has happened in ‘Finding gold’ so far.
Read and explain all of the story.
Choose some pupils to say what Mr Ahmed could do with the gold coins.
Ask the pupils what they would do if they found a lot of money.

Grammar
Group task
Explain How? Who and which, as shown left.
Write the ‘who or which sentences’ listed below on the chalkboard, and explain that the endings are missing:
‘This is the bag of gold, ____.’
‘I can see Mr Ahmed, ____.’
Write a list of endings on the chalkboard:
‘who has a goat.’
‘which he was reading.’
‘which he found.’
‘who is a poor farmer.’
Ask the groups to decide which ending completes each sentence.

Spelling
Supported group activities
Groups A and D:
Tell these pupils to complete the ‘who or which sentences’ in their exercise books and draw a picture of them underneath.
Group B:
Sit down with the pupils for guided reading. After the reading, ask them to draw a picture showing Mr Ahmed helping the old man.
Group C:
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Word search

Plenary
Group task
Ask the groups to role play Mr Ahmed helping the old man.
Learning outcomes

By the end of the lesson, most pupils will be able to:

- Spell words with the long 'oo' sound.
- Use 'who' and 'which' correctly.

Preparation

Before the lesson:

- Write these words on the chalkboard: 'true', 'blew', 'grew', 'chew', 'rule', 'June'.
- Write a set of 'who or which' sentence flash cards for each group, with their endings on separate flash cards.
- Read How? Story structure, as shown below.

How? Story structure

The introduction: Mr Ahmed was a poor farmer who lived in a small village.
The build-up: His brother said, 'You must sell your vegetables'.
The problem: Mr Ahmed helped the old man dig his field and was too late for the market.
The resolution: He found a bag of gold.
The ending: His family was never poor again.
Whole class teaching
Tell the pupils that ‘ue’, ‘ew’ and ‘u–e’ also make the long ‘oo’ sound.
Say the ‘oo’ sound words carefully so the pupils can hear the sound.
Choose some pupils to come and underline the long ‘oo’ sound.
Read and explain the meaning of the words.
Ask the pupils to say some sentences using the words.
Tell them to write the sentences in their exercise books.

Supported group activities
Group A:
Tell these pupils to choose three words/phrases and draw each word in their exercise books, then play the matching game/snap game.

Groups B and C:
Tell these pupils to complete the ‘who or which sentences’ in their exercise books.

Group D:
Sit down with the pupils for guided reading. After the reading, ask them to draw a picture showing Mr Ahmed helping the old man.

Whole class teaching
Ask the pupils to read the words/phrases on the chalkboard.
Ask them what some of the words/phrases mean.
Ask the pupils what has happened in ‘Finding gold’.
Read the story all the way through.
Discuss How? Story structure, with the pupils, as shown left.

Whole class teaching
Discuss How? Who and which, as shown on Week 4, Day 3 (yesterday).
Shuffle the sets of ‘who or which’ sentence flash cards and give a set to each group.
Ask each group, in turn, to make a sentence using their cards.

Reading

Grammar

Plenary
Write on the chalkboard: ‘Mr Ahmed was a farmer ___ lived in a village. He picked up the bag, ____ was full of gold.’
Choose some pupils to write in the missing words.
Week 4: Finding gold

Day 5: Questions about a story

Learning outcomes

By the end of the lesson, most pupils will be able to:

- Spell words with the long ‘oo’ and long ‘u’ sound.
- Answer questions about a passage.

Preparation

Before the lesson:

- Write these word lists on the chalkboard:
- Read How? Finding gold role play, as shown below.

How? Finding gold role play

Mr Ahmed and his brother were worried, because the heavy rains did not come and the land was dry.

Mr Ahmed helped an old man dig his field and was too late for the market.

Mr Ahmed was sad as his vegetables were finished and his family would be hungry.

Underneath the yam, he found a bag of gold coins.

He bought more land and some chickens and goats.

Mr Ahmed was sad as his vegetables were finished and his family would be hungry.

Mr Ahmed helped an old man dig his field and was too late for the market.

Mr Ahmed was sad as his vegetables were finished and his family would be hungry.

Underneath the yam, he found a bag of gold coins.

He bought more land and some chickens and goats.
Whole class teaching

Give each group a set of words/phrases cards.

Read some of the words and ask the groups to hold up the matching card.

Ask the pupils to name the parts of a story (introduction, build-up, problem, resolution, ending).

Choose some pupils to say what happened in each part of 'Finding gold'.

Choose someone to role play Mr Ahmed finding the bag of gold.

Ask the pupils to say some adjectives to describe how he felt.

Group task

Ask each group to make up a short role play that tells the story, as shown left in How? Finding gold role play.

Ask each group to show their role play to the rest of the class.

Whole class teaching

Write ‘ue’, ‘ew’ and ‘u–e’ on the chalkboard.

Ask the pupils to say the two lists of words with you and listen for the long ‘oo’ and the long ‘u’ sounds.

Rub the words off the chalkboard and say some of them for the pupils to spell in their exercise books.

Ask the pupils what they have learned about story writing. (It must have an introduction, a build-up, a problem, a resolution or an ending).
Week 5: Lost
Primary 4, literacy lesson plans

Learning expectations

By the end of the week:

All pupils will be able to:
Write two or three sentences to retell the story.

Most pupils will be able to:
Write a simple story that retells events in the correct order.

Some pupils will be able to:
Write a story with an introduction, a problem and a resolution, or ending and use adjectives and adverbs for effect.

Write these words on the chalkboard and leave them there for the week. Make two flash cards for each word.

Words/phrases

coin
daughter
reward
well-behaved
helpful
decided
sweets
gifts
friends
hiding place
searched
found

Wow! words

excited
happy
glittering
shiny
pleased
jealous
angry

Wow! words

excited
happy
glittering
shiny
pleased
jealous
angry

Tens and Units bundles/
Number cards/Game

daughter
reward
well-behaved
helpful
decided
sweets
gifts
friends
hiding place
searched
found

Write these words on the chalkboard and leave them there for the week. Make two flash cards for each word.

Words/phrases

coin
daughter
reward
well-behaved
helpful
decided
sweets
gifts
friends
hiding place
searched
found

Wow! words

excited
happy
glittering
shiny
pleased
jealous
angry

Wow! words

excited
happy
glittering
shiny
pleased
jealous
angry

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Assessment task

Instructions:

1. Think about how you can help the pupil improve their writing.

2. Identify what the individual pupil can do and write that on their work.

3. Think about what the pupil needs to do next to improve their writing.

4. Look at the pupils' finished piece of writing, 'Lost', in their exercise books.

Read the writing carefully, and find examples of things that you have taught the pupils during the week.

Write events in the correct order.

Use adjectives in their writing.

Use full stops and capital letters correctly.

Example of a pupil’s work

Lost

Mr Ahmed had a beautiful daughter. He gave her one of the gold coins because she was kind. She decided to take it to school and buy a new book to read. At the end of the day she could not find the coin. She was very upset. Her friend helped her find it. It had fallen out of her pocket.
Lesson title

**What was Mr Ahmed's daughter's name?**

**Why did he give her a gold coin?**

**What good things had she done?**

**How did she feel?**

**Learning outcomes**

By the end of the lesson, most pupils will be able to:

- Know that 'ee' and 'ea' can have the same sound.
- Use capital letters, full stops and question marks correctly.

**Preparation**

Before the lesson:

- Write these long 'e' sentences on the chalkboard:
  - 'The greedy sheep steal the seeds.'
  - 'I like to eat cheese and peanuts.'
  - 'The sea is deep.'
  - 'The teacher will read a book.'

- Read How? Lost prompt questions, as shown below.
Whole class teaching

Read and explain the long ‘e’ sentences to the pupils.

Read the sentences again and ask the pupils to stand up every time they hear a word with the long ‘e’ sound, eg: ‘sheep’, ‘steal’.

Choose some pupils to come and underline the long ‘e’ words in the sentences.

Ask the pupils to say the main ways of writing the long ‘e’ sound (‘ee’ and ‘ea’).

Write ‘ee’ and ‘ea’ on the chalkboard.

Choose some pupils to write words from the sentences underneath the correct long ‘e’ spelling.

Shared writing

Show pupils the first three words/phrases, read and explain them.

Ask the pupils to say sentences about the story they heard in Week 4.

Tell the pupils they are going to write a story called ‘Lost’, starting with the introduction.

Ask them what they can remember about an introduction to a story.

Written below is the introduction paragraph of the story ‘Lost’.

Read How? Lost prompt questions, as shown left, to the pupils. Help them to complete each sentence in the paragraph in their own words:

‘Mr Ahmed had a daughter called _______.’

‘He gave her one of the gold coins because _______.’

‘He said, “This is a reward for _______.”’

‘The daughter was _______.’

Write the completed introduction on the chalkboard and keep it safe for the next day.

Pair task

Write on the chalkboard:

‘Mr Ahmed was tired and unhappy’

‘Where is the bag of gold coins’

Read out both sentences and ask the pairs to write them in their exercise books, with the correct punctuation and capital letters.

Tell the pairs to look at sentences below:

‘Mr Ahmed lived in a small village’

‘What did Mr Ahmed find’

Ask them to write the sentences in their exercise books with the correct punctuation and capital letters.

Plenary

Read the introduction to the ‘Lost’ story that you have written and ask some pupils to role play it.
Day 2: Shared writing

By the end of the lesson, most pupils will be able to:
- Spell words with 'ee'.
- Use wow! words to make their writing interesting.

Before the lesson:
- Write these words on the chalkboard: 'seed', 'need', 'feet', 'deep', 'queen', 'sleep', 'free', 'week', 'street', 'cheek'.
- Read How? Lost additional prompt questions, as shown below.

How? Lost additional prompt questions

What did Mr Ahmed say when he gave his daughter the gold coin?
What did the gold coin look like?
What did she reply to her father?
What could she buy with the gold coin?
Whole class teaching

Write 'ee' on the chalkboard and say the sound with the pupils.
Read the 'ee' words and explain what they mean.
Sound out some of the 'ee' words and tell the pupils to hold up a finger for each sound, eg: 's–ee–d' (three fingers).
Dictate these sentences and ask the pupils to write them in their exercise books:
'Plant the seed deep in the soil.'
'I need to sleep for a week.'

Shared writing

Flash the first three words/phrases and ask the pupils to read them.
Read and explain the next three words.
Read the writing the class did in Week 5, Day 1 (yesterday), about the gold coin.
Ask the pupils to think of adjectives to describe the gold coin.
Write these words on the wow! words wall.
Ask the pupils why the daughter was given a reward.
Ask the pupils what they would do if they had a gold coin.

Grammar

Read How? Lost additional prompt questions, as shown left, to the pupils and help them to complete each sentence in the following paragraph:
'She said, "___":
'She looked at the coin. It was ___.'
'Mr Ahmed asked, "Where are you going to put it?". She replied, "___":
'She decided she would buy ___.'
Write this completed second paragraph on the chalkboard and keep it safe for the next day.

Pair task

Read the following sentences with the pupils:
'Mr Ahmed was a very ____ farmer.'
'Mr Ahmed wanted his wife and children to wear ____ clothes.'
'Mr Ahmed found a ____ bag full of ____ coins.'
Ask the pairs to use the wow! words wall to add adjectives to the sentences to make them more interesting.
Tell the pupils to write the sentences in their exercise books.

Whole class teaching

Write 'ee' on the chalkboard and say the sound with the pupils.
Read the 'ee' words and explain what they mean.
Sound out some of the 'ee' words and tell the pupils to hold up a finger for each sound, eg: 's–ee–d' (three fingers).

Spelling

15 minutes

Shared writing

15 minutes

Grammar

20 minutes

Plenary

10 minutes
Lesson title

**Week 5: Lost**

**Day 3: Brainstorm**

**Learning outcomes**

By the end of the lesson, most pupils will be able to:

- Spell words with 'ea'.
- Suggest some sentences for a story called 'Lost'.

**Preparation**

**Before the lesson:**

- Write these words on the chalkboard: 'sea', 'tea', 'eat', 'pea', 'each', 'cheap', 'steal', 'read'.
- Read *How? Story writing rules* as shown below and have ready the shared writing from Week 5, Days 1 and 2.
- Write the *word search*, as shown right, next to the 'ea' words.

**How? Story writing rules**

- Have a clear, underlined title.
- Have an introduction that sets the scene and introduces the characters.
- The build-up introduces the story-line and drops some clues about what may happen.
- Each story should have a problem that needs to be fixed.
- The resolution or ending or describes how the problem is solved.

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**Word search**

- Lost
- Build up
- Each
- Read
Whole class teaching

Write ‘ea’ on the chalkboard and say the sound with the pupils.

Read the words and explain the meanings.

Ask the pupils to come and find the words in the word search on the chalkboard.

Word search

g p c a l a
q s h a e m
T r e a d c
u t a a t a
s e p a c t
p a e l a h

Shared writing

Read and explain How? Story writing rules, as shown left.

Read ‘Lost’ that the pupils wrote with you on Week 5, Days 1 and 2, and tell them they are going to write their own story.

Tell the pupils that the daughter took the gold coin to school.

Brainstorm

Remind the pupils that they can use a brainstorm to collect ideas for their writing.

Write ‘Lost’ in the middle of the chalkboard.

Ask the groups to discuss these questions:

’What did her friends feel when they saw the gold coin?’

’Where did the daughter hide the coin to keep it safe?’

’How did she lose the coin?’

’How might the problem be resolved?’

Choose someone from each group to say their ideas and write them around the title.

Read all of the ideas from the brainstorm.

Ask the groups to role play their ideas for the problem and resolution of the ‘Lost’ story.

Plenary

Choose someone from each group to say their ideas and write them around the title.

Read all of the ideas from the brainstorm.

Ask the groups to role play their ideas for the problem and resolution of the ‘Lost’ story.
Week 5: Lost

Day 4: Guided writing

Learning outcomes

By the end of the lesson, most pupils will be able to:

- Spell words with the long ‘y’ and ‘ie’.
- Use wow! words in their writing.

Preparation

Before the lesson:

Write these word lists on the chalkboard:


Read the instructions for How? Guided writing, as shown below.

How? Guided writing

Look together at the brainstorm.

Discuss words that will make the story more interesting.

Ask the groups to try to complete a paragraph of the story.
### Whole class teaching

- **Read the long ‘y’ words.**
  - Ask the pupils what sound the ‘y’ makes.
- **Tell them that ‘y’ on the end of a longer word has the same sound as ‘ee’ and ‘ea’.
  - Ask the pupils to say the two lists of words with you and listen for the long ‘y’ and the ‘ie’ sounds.
- **Rub the words off the chalkboard and say some of them for the pupils to spell in their exercise books.**

### Flash cards

- **Flash all of the word/phrase cards and ask the pupils to read them.**
- **Explain the meaning of the last three words.**
- **Choose some pupils to come and write them on the chalkboard.**
- **Tell the pupils they are going to write their own story called ‘Lost’.**
- **Remind them of the rules for story writing, as shown on Week 5, Day 3 (yesterday).**

### Group task

- **Teach How? Guided writing,** as shown left.
- **Ask the pupils to use the brainstorm from yesterday to help them complete the introduction to the story:**
  - ‘Mr Ahmed had a daughter called ____.’
  - ‘He gave her one of the gold coins because ____.’
  - ‘He said, “This is a reward for ____.”’
  - ‘The daughter was ____.’

### Individual task

- **Tell the pupils to write ‘Lost’ in their exercise books.**
- **Ask them to complete the sentences below and try to write four more sentences in their story:**
  - ‘____ took the gold coin to school.’
  - ‘Her friends ____.’
- **Encourage the pupils to use some of the words/phrases and wow! words.**
- **Check that they are using capital letters and full stops.**

### Plenary

- **Choose some pupils to read the sentences they have written.**
- **Discuss any wow! words they have used.**

### Whole class teaching

- **Read the long ‘y’ words.**
- **Ask the pupils what sound the ‘y’ makes.**
- **Tell them that ‘y’ on the end of a longer word has the same sound as ‘ee’ and ‘ea’.
- **Ask the pupils to say the two lists of words with you and listen for the long ‘y’ and the ‘ie’ sounds.**
- **Rub the words off the chalkboard and say some of them for the pupils to spell in their exercise books.**

### How

<table>
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<tr>
<th>15 minutes</th>
<th>Guided writing</th>
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<tbody>
<tr>
<td><strong>Whole class teaching</strong></td>
<td><strong>Flash cards</strong></td>
</tr>
<tr>
<td><strong>Read the long ‘y’ words.</strong></td>
<td><strong>Flash all of the word/phrase cards and ask the pupils to read them.</strong></td>
</tr>
</tbody>
</table>
| **Tell them that ‘y’ on the end of a longer word has the same sound as ‘ee’ and ‘ea’.
- Ask the pupils to say the two lists of words with you and listen for the long ‘y’ and the ‘ie’ sounds.** | **Explain the meaning of the last three words.** |
| **Rub the words off the chalkboard and say some of them for the pupils to spell in their exercise books.** | **Choose some pupils to come and write them on the chalkboard.** |
| **Tell the pupils they are going to write their own story called ‘Lost’.** | **Tell the pupils they are going to write their own story called ‘Lost’.** |
| **Remind them of the rules for story writing, as shown on Week 5, Day 3 (yesterday).** | **Remind them of the rules for story writing, as shown on Week 5, Day 3 (yesterday).** |

### Independent writing

<table>
<thead>
<tr>
<th>20 minutes</th>
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<tbody>
<tr>
<td><strong>Flash cards</strong></td>
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<tr>
<td><strong>How</strong></td>
</tr>
<tr>
<td><strong>Independent writing</strong></td>
</tr>
<tr>
<td><strong>Tell the pupils to write ‘Lost’ in their exercise books.</strong></td>
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<tr>
<td><strong>Ask them to complete the sentences below and try to write four more sentences in their story:</strong></td>
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<tr>
<td><strong>‘____ took the gold coin to school.’</strong></td>
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<td><strong>‘Her friends ____.’</strong></td>
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<tr>
<td><strong>Encourage the pupils to use some of the words/phrases and wow! words.</strong></td>
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<td><strong>Check that they are using capital letters and full stops.</strong></td>
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### Whole class teaching

<table>
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<tr>
<th>15 minutes</th>
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<tbody>
<tr>
<td><strong>Plenary</strong></td>
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<tr>
<td><strong>Choose some pupils to read the sentences they have written.</strong></td>
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<tr>
<td><strong>Discuss any wow! words they have used.</strong></td>
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### Spelling

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<tr>
<td><strong>Whole class teaching</strong></td>
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<tr>
<td><strong>Read the long ‘y’ words.</strong></td>
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<tr>
<td><strong>Ask the pupils what sound the ‘y’ makes.</strong></td>
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<tr>
<td><strong>Tell them that ‘y’ on the end of a longer word has the same sound as ‘ee’ and ‘ea’.</strong></td>
</tr>
<tr>
<td><strong>Ask the pupils to say the two lists of words with you and listen for the long ‘y’ and the ‘ie’ sounds.</strong></td>
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<tr>
<td><strong>Rub the words off the chalkboard and say some of them for the pupils to spell in their exercise books.</strong></td>
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### Guided writing

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<tbody>
<tr>
<td><strong>How</strong></td>
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<tr>
<td><strong>Group task</strong></td>
</tr>
<tr>
<td><strong>Teach How? Guided writing,</strong> as shown left.**</td>
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<tr>
<td><strong>Explain the meaning of the last three words.</strong></td>
</tr>
<tr>
<td><strong>Choose some pupils to come and write them on the chalkboard.</strong></td>
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<tr>
<td><strong>Tell the pupils they are going to write their own story called ‘Lost’.</strong></td>
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<tr>
<td><strong>Remind them of the rules for story writing, as shown on Week 5, Day 3 (yesterday).</strong></td>
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### Individual task

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### 15 minutes

- **Spelling**
- **Guided writing**

### 20 minutes

- **Flash cards**
- **How**

### 15 minutes

- **Independent writing**
- **Plenary**

### 10 minutes

- **Plenary**
Week 5: Lost

Day 5: Guided writing

Learning outcomes

By the end of the lesson, most pupils will be able to:

Spell words with ‘ee’ and ‘ea’.

Preparation

Before the lesson:

Have ready the brainstorm and wow! words cards.

Write these words on the chalkboard:


Read How? Writing frame, as shown below.

How? Writing frame

Identify a topic for pupils’ writing.

Work with the pupils to brainstorm ideas about the topic.

Ask the pupils questions about the topic.

Use their ideas to create a wow! words wall.

Ask the pupils to complete sentences about the topic.
Whole class teaching

Ask the pupils to say the words on the chalkboard with you and count the sounds.

Tell them to draw two big squares in their exercise books.

Tell them to write ‘ee’ above one square and ‘ea’ above the other.

Tell them to write the words on the chalkboard in the correct square.

Dictate this sentence for the pupils to write in their exercise books: ‘The queen likes to read and drink tea.’

Guided writing

Choose some pupils to write some of the words/phrases on the chalkboard as you say them.

Write these sentences on the chalkboard:
- ‘Jummai was sad because she wanted the coin.’
- ‘Hassan saw the coin by a tree.’

Ask the pupils which words they can change to make the sentences more interesting.

In pairs, ask the pupils to say the sentences with their own words.

Group task

Remind the pupils that they are writing a story called ‘Lost’.

Choose some pupils to say what the rules for story writing are.

Write the following on the chalkboard:
- ‘What happened when the coin was missing?’
- ‘How was it found?’
- ‘What did the daughter say?’
- ‘What did the teacher say?’

Ask each group to think of sentences and share their ideas with the class.

Individual task

Ask the pupils to open their exercise books and find the ‘Lost’ story from Week 5, Day 4.

Use a writing frame process, as shown left in How? Writing frame, to complete the sentence below and try to write four more sentences:
‘When school ended, _______.’

Encourage the pupils to use wow! words and speech marks.

Whole class teaching

Ask the pupils to say the words on the chalkboard with you and count the sounds.

Tell them to draw two big squares in their exercise books.

Tell them to write the words on the chalkboard in the correct square.

Dictate this sentence for the pupils to write in their exercise books:
‘The queen likes to read and drink tea.’
Credits

Many different stakeholders have contributed to the development and production of these lesson plans. Much of the work was done by the Kwara State School Improvement Team.

Special thanks go to

Honourable Commissioner of Education and Human Capital Development (MOEHCD), Alhaji Mohammed Atolagbe Raji, the Executive Chairman of the State Universal Basic Education Board (SUBEB), Alhaji (Barr) Lanre Daibu and their staff for their time and valuable input.

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